R E P O R T R E S U M E S

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ELIMINATE TABOOS, OUTFIT YOUR LIBRARY IN SIX MONTHS.

BY- NEWMAN, MAYRELEE

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DURING A 6-MONTH PERIOD, EL CENTRO JUNIOR COLLEGE, DALLAS, TEXAS, ESTABLISHED A LEARNING RESOURCES LIBRARY FOR A 2,000-STUDENT POPULATION IN A FORMER DEPARTMENT STORE. THE TASK INCLUDED THREE GROUPS OF ACTIVITIES--(1) FACILITY PLANNING AND OBTAINING FURNITURE AND EQUIPMENT, (2) ACQUISITION AND PROCESSING OF A BASIC COLLECTION, INCLUDING PRINTED AND NONPRINTED MEDIA, AND (3) CREATION OF STAFF AND PROGRAMING SYSTEMS FOR USE AND CONTROL. THE BASIC COLLECTION WAS SELECTED FROM SEVERAL PUBLISHED LISTS. LIBRARY OF CONGRESS CATALOGING WAS ADOPTED BECAUSE IT ELIMINATES REPETITIVE DECISION-MAKING, LENDS ITSELF TO AUTOMATED IDENTIFICATION OF ITEMS, AND ALLOWS TIE-INS WITH NATIONAL NETWORKS. THE LIBRARY IS CHARACTERIZED BY AUTOMATED PROCEDURES, A TOTAL RESOURCE APPROACH, AND CATALOGS IN BOOK FORM TO REPLACE CARD FILES. THIS ARTICLE IS PUBLISHED IN "COLLEGE AND UNIVERSITY BUSINESS," VOLUME 42, NUMBER 6, JUNE 1967. (WO)

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ED 018195

Eliminate Taboos, Outfit Your Library in Six Months

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 9 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

The task requires brainpicking, to find useful concepts, and willingness to disregard tradition in applying them

DIAL-A-TAPE equipment shares space with the reserve books.

TC 680069

* A Learning Resources Library can "happen" in less than six months' time! El Centro Junior College, in downtown Dallas, did it, and we suspect that others among the new colleges opening these days are attempting the same.

It all began with a long-distance call last year, telling me that a former department store had been purchased as the site of the first of seven campuses in the new Dallas County Junior College District for which I had agreed to establish initial library service. When the realization dawned upon me that this meant classes for an estimated 2,000 students by September, I packed my bags and rushed to Dallas.

It seems unbelievable that less than one year ago what is now called a "library for tomorrow" was a dusty, deserted floor, its windows concealed by stockrooms.

Getting started involved three basic chores in the library resources area:

1. Facility planning and obtaining furniture and equipment.
2. Acquisition and processing of a basic library collection to include printed and nonprinted media.
3. Creation of staff and programing systems for use and control.

To do this job, administrators must utilize "brainpickers" who will borrow and adapt useful concepts from the literature and use salesmen and designers from the library industry to accomplish goals expeditiously.

It took exactly one month to perfect facility planning, from partitions to lounge chairs.

The Junior College Library Standards recommended pleasant decor and seating for 10 to 25 per cent of the student body at tables or carrels, as well as giving prescriptions for collection size. Shelving and seating both were planned with built-in flexibility. After all those involved had reconciled problems, floor plans were completed and bids solicited.

Meanwhile, one clerk and an assistant librarian were frantically studying acquisition tools. El Centro gave us the opportunity to test every theory learned in library school (plus experiences since) of how to create a beginning collection for our users. No faculty was due until the students arrived in the fall and the divisional chairman wouldn't appear until July or August. The associate dean for in-

struction explained the curriculum for the first year to us. We then used every available aid to get titles on order. In a year of large-scale federal fund support to all kinds of libraries, delivery of everything took longer and many standard titles suddenly went out of print. Nonetheless, we managed to build and process a solid reference core by fall, using the Choice "Opening Day" list – about 1,500 basic volumes. In addition, we utilized a working copy of the updated Bertalan list for junior college libraries which was undergoing revision,

The author is Mayrelee Newman, director of library service, Dallas County Junior College District, with the assistance of Richard Smith, media specialist.

and a partial listing of titles in the California "New Campuses" collection, now published in complete form. We did not order everything on the latter two lists, but used Bertalan to round out the Choice list, which lacks vocational-technical applications; we weeded out the upper-division or regionally-oriented titles in the California collections.

We decided to adopt the Library of Congress (L.C.) system for three reasons:

1. It eliminates repetitive decision-making and time-consuming deliberation by adopting decisions of professionals who have done the job.
2. It lends itself to automated identification of items.
3. It opens the way to library network tie-ins on a national scale.

None of the staff had L.C. experience, but we are finding it usable, and our students and faculty, who never understood that mysterious card catalog, are using it without audible rumblings.

Two of the chores were moving toward accomplishment, and we had begun staff and program descriptions when the data-processing director arrived. The dean of El Centro informed us that two computers and complementary hardware were to be used for circulation.

We studied automation literature and began automated acquisition using keypunch cards and printouts grouped by publisher order. A circulation card was designed that allows enough information for production of author, title and shelf-list order catalogs. It is also used for daily circulation printouts and overdue notices.

There are a number of things about the El Centro system that might raise eyebrows in tradition-bound library circles, because no procedure has been accepted unless it seemed valuable for junior college needs. Automation of library procedures opens up vistas impossible in the past, and evolving philosophies of library service seem destined to replace literally dozens of habits hallowed in library halls for several decades.

Adequately programed automation frees librarians for the things they have always wished to do – meeting individual needs and planning and developing services. Our decisions have been what might be called "conservatively innovative" and brought together much being done other places.

One of the more exciting concepts being implemented at El Centro is the total resource approach to library service. Our media specialist oversees operation of the individualized listening center, where dial-a-tape equipment shares space with the reserve books. Here a student may view slides or single concept film loops that clarify assignments, listen to his Spanish lessons, and find, a few steps away, printed materials, classified by the same symbols. Catalogs produced locally next year will list *all* library materials, not just printed ones, to aid students in locating everything useful to their needs. In addition, the media center produces transparencies, schedules films, and teaches faculty how to tape lectures.

Faculty members appreciate the convenience of having catalogs with author, title, orders out, or subject approach available in every divisional office for reference when they are preparing book orders. Eventually, every faculty member might have his own card catalog (in book form).

Aside from the absence of card catalog trays – replaced by multiple copies of book catalogs and registers – El Centro appears to have a pleasantly traditional library facility. It is only to the user that the innovations become apparent.

Cost accounting for the El Centro library will be possible in the future, but creation of the facility and establishment of original services were woven into so many parts of the institutional fabric that only certain generalities can be shared. The total educational and general fund expenditures for the fiscal year 1965-66 (ending in August for Texas schools) was $545,549, of which $48,723 was expended for library purposes. The current fiscal year anticipated a total expenditure in these areas of $2,821,287; $257,000 of this was for the library. It must be realized that these expenditures reflect operating costs, not capital investment. The library budget allowed about $30,000 for books and materials in the preliminary months, and the current year book budget involves in excess of $100,000.

Data-processing costs to date have been absorbed by that section of the district administration, since its staff has done the keypunch work whenever it fit the schedule and produced all programs and printouts. The furnishings and equipment, including shelving, cost about $35,000 initially to house 20,000 titles and seat 250 students, 124 of them in carrels. Carpeting was part of the building renovation treatment, as were lighting and partitions. Salvaged carpeting was used in the media center, most of which operates functionally as work and production space rather than as study space for students. Films have been rented until purchases can be determined intelligently, based upon faculty needs and responses. More than half of our goal of 25,000 volumes by fall 1967 has been placed on shelves for users and the rest are on order.

The divisional staff consists of the director of library services, two professional librarians, a professional media specialists, five full-time clerks, and student assistants. Two professionals are to be added next year. Operation is continuous during the school week from 7:45 a.m. until 9:30 p.m., except Friday night. No week-end hours are scheduled since usage patterns in a downtown location indicate insufficient utilization.

What of the future? The district planners and administrators, in meetings with the resource center staff, have expressed interest in creating colleges that keep up with the times and even set the pace for others. To this end, highly skilled architectural teams will be developing future campuses using concepts tested at El Centro and implementing present trends wherever it seems sound to do so. ■

LETTERS TO THE EDITOR

Catalogers Revisited

Amarillo, Tex.

Editor:

The article in your April issue, "I Haven't Read the Book But I Enjoyed the Catalog," was not very funny. Daniel Gore has poison-penned his profession in many journals, such as yours, which are not directly concerned with librarianship. His unfounded statements, distortions and outright lies would not be considered for publication by any editor who knows even a little bit about library administration.

And yet there is a point to his article. It certainly is not the high cost of cataloging (*your* premise, not mine). The point to be disturbed about is the personnel policy in colleges and universities that permit people like Miss Spindrift to get into director-type positions when they are obviously so unsuited for such positions. And more specifically to the point, what can be done to remove them? In the article, Miss Spindrift was "promoted" out of the library, thank God, but she stayed on the college payroll and in a job where she could do more harm than good to the people she dealt with.

What are some effective ways of dealing with long-time employes who have failed to grow with their jobs, who have mentally deteriorated, or otherwise demonstrated incompetency? Isn't it true that most schools just try to ignore the situation and wait, even *years*, for the mandatory retirement age? I would like to see an article on this subject, especially as it applies in smaller colleges where "promoting upstairs" is more difficult. I believe such an article would serve COLLEGE AND UNIVERSITY BUSINESS readers better than funny articles which derive their humor from ridicule. — LEONARD M. MULLIS, *assistant librarian.*

Dallas

Editor:

Hooray for Mr. Gore's article "I Haven't Read the Book But I Loved the Catalog" in the April issue. I am glad someone has finally spoken out against the unforgiveable crime of hoarding books in the cataloging department "waiting to be cataloged" (which in most cases means checking work that has already been done by the Library of Congress or three other people in the same cataloging depart-

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